**DIVERSITY: SELECTED REFERENCES**

**(Last updated 19 January 2023)**

Accurso, K., Gebhard, M., & Purington, S. (2017). Analyzing diverse learners’ writing in mathematics: SFL in secondary pre-service teacher education*.* *International Journal of Mathematics Teaching and Learning, 18*(1), 84-108. <https://www.cimt.org.uk/ijmtl/index.php/IJMTL/article/view/48>.

Ahmed, S. (2007). The language of diversity. *Ethnic and Racial Studies*, *30*(2), 235-256.

Ajibade, Y. A., Adeyemi, B. B., & Awopetu, E. O. (2012). Unity in diversity: The Nigerian youth, Nigerian Pidgin English and the Nigerian language policy. *Journal of Educational and Social Research*, *2*(3), 289-289.

Alisaari, J., Heikkola, L. M., Commins, N., & Acquah, E. O. (2019). Monolingual ideologies confronting multilingual realities. Finnish teachers’ beliefs about linguistic diversity. *Teaching and Teacher Education*, *80*, 48-58.

Amaro-Jimenez, C. (2012). Service learning: Preparing teachers to understand better culturally and linguistically diverse learners. *Journal of Education for Teaching*, *38*(2), 211-213.

Amin, A. (2002). Ethnicity and the multicultural city: Living with diversity. *Environment and Planning A*, *34*(6), 959-980.

Antony-Newman, M., Desyatova, Y., Ortiz, A., & Cho, K. (2022). Implementing innovation: Findings from diverse classrooms. In E. Piccardo, G. Lawrence, A. Germain-Rutherford, & A. Galante (Eds.), *Activating linguistic and cultural diversity in the language classroom* (pp. 141-175). Springer.

Arnaut, K., Blommaert, J., Rampton, B., & Spotti, M. (Eds.). (2016). *Language and superdiversity.* Routledge.

Arnaut, K., Karrebaek, M. S., Spotti, M., & Blommaert, J. (Eds.). (2016). *Engaging superdiversity: Recombining spaces, times and language practices*. Multilingual Matters.

Artiles, A. J., Rueda, R., Salazar, J. J., & Higareda, I. (2005). Within-group diversity in minority disproportionate representation: English language learners in urban school districts. *Exceptional Children*, *71*(3), 283-300.

Atkinson, Q. D. (2011). Phonemic diversity supports a serial founder effect model of language expansion from Africa. *Science*, *332*(6027), 346-349.

Au, K. H., & Blake, K. M. (2003). Cultural identity and learning to teach in a diverse community: Findings from a collective case study. *Journal of Teacher Education, 54*(3), 192-205.

Baker, F. S. (2015). Managing diversity in education. Language, policies, pedagogies. *International Journal of Bilingual Education and Bilingualism, 18*(1), 127-130.

Banks, J., Cochran-Smith, M., Moll, L., Richert, A., Zeichner, K., LePage, P.,…Duffy, H. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do, (*pp. 232–274). Jossey-Bass.

Benson, P. (2005). (Auto)biography and learner diversity. In P. Benson & D. Nunan (Eds.) Learners’ stories: *Difference and diversity in language learning* (pp. 4-21). Cambridge University Press.

Benson. P., & Nunan, D. (Eds.) (2005) *Learners’ stories: Difference and diversity in language learning.* Cambridge University Press.

Bhattacharya, U., Jiang, L., & Canagarajah, S. (2019). Race, representation, and diversity in the American Association for Applied Linguistics. *Applied Linguistics*, 1-7. doi:101093/applin/amz003

Blommaert, J. (2012). *Chronicles of complexity: Ethnography, superdiversity and linguistic landscapes.* Tilburg Papers in Culture Studies.

Blommaert, J. (2013). *Ethnography, superdiversity and linguistic landscapes: Chronicles of complexity*. Multilingual Matters.

Blommaert, J. (2014). Infrastructures of superdiversity: Conviviality and language in an Antwerp neighborhood. *European Journal of Cultural Studies*, *17*(4), 431-451.

Blommaert, J. & Rampton, B. (2011). Language and superdiversity. *Diversities, 13*(2), 1-21.

Boyle-Baise, M. (2002). *Multicultural service learning: Educating teachers in diverse communities*. Teachers College Press.

Bradac, J. J., Bowers, J. W., & Courtright, J. A. (1979). Three language variables in communication research: Intensity, immediacy, and diversity. *Human Communication Research*, *5*(3), 257-269.

Brenzinger, M. (Ed.). (2007). *Language diversity endangered* (Vol. 181). Walter de Gruyter.

Bunch, G. C. (2014). The language of ideas and the language of display: Reconceptualizing “academic language” in linguistically diverse classrooms. *International Multilingual Research Journal*, *8*(1), 70–86. https://doi.org/10.1080/19313152.2014.852431

Buxton, C., Cardozo Gaibisso, L., Xia, Y., & Li, J. (2018). How perspectives from linguistically diverse classrooms can help all students unlock the language of science. In L. Bryan & K. Tobin (Eds.), *13 Questions: Reframing education’s conversation: Science* (pp. 273–291). Peter Lang.

Byrnes, D. A., Kiger, G., & Manning, M. L. (1997). Teachers' attitudes about language diversity. *Teaching and Teacher Education*, *13*(6), 637-644.

Calafato, R., & Tang, F. (2019). The status of Arabic, superdiversity, and language learning motivation among non-Arab expats in the Gulf. *Lingua*, *219*, 24-38.

Chamot, A. U. (2018). Preparing language teachers: New teachers become ready to teach learning strategies in diverse classrooms. In R. L. Oxford & C. M. Amerstorfer (Eds.), *Language learning strategies and individual learner characteristics: Situating strategy use in diverse contexts* (pp. 213-236). Bloomsbury Academic.

Cheng, L. R. L. (2010). Immigration, cultural–linguistic diversity, and topics in language disorders. *Topics in Language Disorders*, *30*(1), 79-83.

Cherkowski, S., & Ragoonaden, K. (2016). Leadership for diversity: Intercultural communication competence as professional development. *Teacher Learning and Professional Development, 1*(1) 33-43.

Chun, M., & Fisher, M. E. (2014). Crossroads: The intersection of affirming cultural and neurological diversity. *NYS TESOL Journal, 1*(2), 105-121.

Christison, M. A., Crandall, J., & Christian, D. (Eds.) (2022). *Research on integrating language and content in diverse contexts.* Routledge & TIRF.

Christison, M. A., Krulatz, A., & Sevinç, Y. (2021). Supporting teachers of multilingual young learners: Multilingual Approach to Diversity in Education (MADE). In J. Rokita-Jaśkow & A. Wolanin (Eds.), *Facing diversity in child foreign language education* (pp. 271-289). Springer.

Christison, M. A., Krulatz, A., & Sevinc, Y. (2021). Supporting teachers of multilingual young learners: Multilingual approach to diversity in education (MADE). In J. Rokita-Jaśkow & A. Wolanin (Eds.). *Facing diversity in child foreign language education* (pp. 271-290). Springer.

Cioè-Peña, M. (2021). From culturally sustaining pedagogies to culturally sustaining research: Engaging with culturally and linguistically diverse families of students with dis/abilities. *Teachers College Record*. [https://www.tcrecord.org/Content.asp?ContentId=23911](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Ft.e2ma.net%2Fclick%2F6842qj%2Fyuouz2%2Fasytrkb&data=05%7C01%7Ckb%40middlebury.edu%7C4d5956ea95fb452d75dc08da69c851ec%7Ca1bb0a191576421dbe93b3a7d4b6dcaa%7C1%7C0%7C637938606347092829%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bSBeJHj4zyatHbeU%2FZ5rTAlteGvGeSAvriXfDhonSlw%3D&reserved=0)

Cochran-Smith, M. (1995). Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education. *American Educational Research Journal*, *32*(3), 493-522.

Conteh, J. (2003). *Succeeding in diversity: Culture, language and learning in primary classrooms*. Stylus Publishing, LLC.

Colombia, Ministerio de Educación Nacional (2016). *Orientaciones y Principios Pedagógicos. Currículo Sugerido de Inglés. Grados 6° A 11°. English for Diversity and Equity*. Ministerio de Educación Nacional.

Corson, D. (2000). *Language diversity and education*. Routledge.

Crandall, J. A. (1994). Strategic integration: Preparing language and content teachers for linguistically and culturally diverse classrooms. In J.E. Alatis (Ed.), *Georgetown University Roundtable on Languages and Linguistics: Strategic interaction and Language Acquisition: Theory, Practice and Research* (pp. 255-274). Georgetown University Press.

Crawford, J. (2000). *At war with diversity: US language policy in an age of anxiety.*  Multilingual Matters.

Crawford, J. (2004). *Educating English learners: Language diversity in the classroom* (5th ed.). Bilingual Educational Services.

Criser, R., & Malakaj, E. (Eds.). (2020). *Diversity and decolonization in German studies*. Palgrave Macmillan.

Council of Europe. (2007). *From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe.* Council of Europe.

Cummins, J. (2000). *Negotiating identities: Education for empowerment in a diverse society*. California Association for Bilingual Education.

da Silva Iddings, A. C. (2018). Applying sociocultural theory to prepare teachers to work with culturally and linguistically diverse students and families. In J. P. Lantolf, M. E. Poehner, & M. Swain (Eds.), *The Routledge handbook of sociocultural theory and second language development* (pp. 505-526). Routledge.

Dalby, A. (2003). *Language in danger: The loss of linguistic diversity and the threat to our future*. Columbia University Press.

Degollado, E. D., Palmer, D., Urrieta Jr., L., Menard-Warwick, J., Bybee, E. R., & Kehoe, S. (2019). “Maybe what we’ve done here in Antigua is just the thing to combat global inequity”: Developing teachers for linguistically diverse classrooms through study abroad. In D. Martin & E. Smolcic (Eds.), *Redefining teaching competence through immersive programs* (pp. 155–182). Palgrave Macmillan.

de Jong, E. J., & Harper, C. A. (2010). Accommodating diversity. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 73-90). Routledge.

Delpit, L. (2003). Language diversity and learning. In S. Hynds & D. L. Rubins (Eds.), *The critical pedagogy reader* (pp. 388-403). National Council of Teachers of English.

Devos, N. J. (2016). Development of CLIL in diverse contexts. In N. J. Devos (Ed.), *Peer interactions in new content and language integrated settings* (pp. 11-36). Springer.

Douglas, S., Doe, C., & Cheng, L. (2020). The role of the interlocutor: Factors impeding workplace communication with newcomers from linguistically diverse backgrounds. *Canadian Modern Language Review, 76*(1), 31-49. doi:10.3138/cmlr.2018-0161

Driver, M. K. (2014). Response to intervention (RTI) for English language learners: Exploring the experiences of an RTI team in a culturally and linguistically diverse school. *NYS TESOL Journal, 1*(2), 86-104.

Dutcher, N. (2001). *Expanding educational opportunity in linguistically diverse societies*. Center for Applied Linguistics.

Edwards, J. (1984). Language, diversity and identity. In J. Edwards (Ed.), *Linguistic minorities, policies, and pluralism* (pp. 277-310). Academic Press.

Elyas, T., AlHashemi, B., & Fang, F. (2020). Cognitive diversity among EFL learners: Implications for teaching in higher education. *TEFLIN, 31* (1),44-69.

Essington, J. (2022). Realizing diversity: COVID's impact on inclusive classroom learning. In B. L. Bromer, & C. M. Crawford (Eds.), *Handbook of research on learner-centered approaches to teaching in an age of transformational change* (pp. 42-62). IGI Global.

European Commission. (2008). *A rewarding challenge: How language diversity could strengthen Europe (proposals from the group of intellectuals for intercultural dialogue).* European Commission.

Evans, N., & Levinson, S. C. (2009). The myth of language universals: Language diversity and its importance for cognitive science. *Behavioral and Brain Sciences*, *32*(05), 429-448.

Faez, F. (2012). Diverse teachers for diverse students: Internationally educated and Canadian-born teachers' preparedness to teach English language learners. *Canadian Journal of Education*, *35*(3), 64-84.

Farr, M., & Daniels, H. (1986). *Language diversity and writing instruction*. National Council of Teachers of English.

Farr, M., Seloni, L, & Song, J. (Eds.). (2010). *Ethnolinguistic diversity and education: Language, literacy, and culture*. Routledge/Taylor and Francis.

Ferris, D. (2009). *Teaching college writing to diverse student populations*. University of Michigan Press.

Flores, B. B., & Smith, H. L. (2009). Teachers’ characteristics and attitudinal beliefs about linguistic and cultural diversity. *Bilingual Research Journal*, *31*(1-2), 323-358.

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, *85*(2), 149–171. https://doi.org/10.17763/0017-8055.85.2.149

Funk, C., & Parker, K. (2018). *Blacks in STEM jobs are especially concerned about diversity and discrimination in the workplace*. Pew Research Center. https://www.pewresearch.org/social-trends/2018/01/09/blacks-in-stem-jobs-are-especially-concerned-about-diversity-and-discrimination-in-the-workplace/

Gal, S. (2012). Sociolinguistic regimes and the management of ‘diversity’. In M. Heller & A. Duchêne (Eds.), *Language in late capitalism: Pride and profit* (pp. 22–37). Routledge.

Garces-Bacsal, R. M. (2022). Diverse books for diverse children: Building an early childhood diverse booklist for social and emotional learning. *Journal of Early Childhood Literacy*, *22*(1), 66-95.

Garcia, E. (2002). *Student cultural diversity: Understanding and meeting the challenge*. Houghton Mifflin.

García, G. E., & Pearson, P. D. (1994). Assessment and diversity. In L. Darling-Hammond (Ed.), *Review of research in education* (pp. 337-391). American Educational Research Association.

García, O., & Otheguy, R. 1988. The language situation of Cuban Americans. In S. McKay & S. Wong (Eds.), *Language diversity: Problem or resource?* (pp. 166–192). Harper and Row.

Genesee, F. (1999). *Program alternatives for linguistically diverse students*. Center for Research on Education, Diversity & Excellence.

Giambo, D. A. (2017). “I will study more... and pray”: Metacognition about high-stakes test preparation among culturally & linguistically diverse students. *Multicultural Education*, *24*, 26-34.

Gleason, P. (1992). *Speaking of diversity: Language and ethnicity in twentieth-century America*. Johns Hopkins University Press.

Gleeson, M., & Davison, C. (2019). Teaching in linguistically and culturally diverse secondary schools: How far have we come? *Australian Review of Applied Linguistics, 32*(1), 1-17.

Gomez, S., Strage, A., Garcia-Nevárez, A., & Knutsen-Miller, K. (2009). Meeting the need for K-8 teachers for classrooms with culturally and linguistically diverse students: The promise and challenge of early field experiences. *Teacher Education Quarterly*, *36*(4), 119-140.

Goodwin, C. (1986). Audience diversity, participation, and interpretation*. Text, 6,* 283-316.

Goodyear, M. (1996). Divided by a common language: diversity and deception in the world of global marketing. *Journal of the Market Research Society*, *38*(2), 105-123.

Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic language for diverse classrooms: Definitions and contexts.* Corwin.

Greenberg, J. H. (1956). The measurement of linguistic diversity. *Language*, *32*(1), 109-115.

Gutiérrez, K. D., Baquedano‐López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture, and Activity*, *6*(4), 286–303. https://doi.org/10.1080/10749039909524733

Guy, G. R. (1989). International perspectives on linguistic diversity and language rights. *Language Problems & Language Planning*, *13*(1), 45-53.

Hadjioannou, X., Hutchinson, M. C., & Hockman, M. (2016). Addressing the needs of 21st century teachers working with culturally and linguistically diverse learners. *The CATESOL Journal, 28*(2), 1-29.

Hale, K. (1992). Language endangerment and the human value of linguistic diversity. *Language*, *68*(1), 35-42.

Harmon, D. (1996). Losing species, losing languages: connections between biological and linguistic diversity. *Southwest Journal of Linguistics*, *15*(1/2), 89-108.

Heil, T. (2014). Beyond cosmopolitanism. In S. Vertovec (Ed.), *Routledge international handbook of diversity studies* (pp. 317–324). Routledge.

Hélot, C., & Young, A. (2005). The notion of diversity in language education: Policy and practice at primary level in France. *Language, Culture and Curriculum*, *18*(3), 242-257.

Henderson, J. K. (2005). Language diversity in international management teams. *International Studies of Management & Organization*, *35*(1), 66-82.

Hickman, P., & García, S. B. (2014). Elementary principal leadership for equitable learning environments for diverse Latina/o students. *NYS TESOL Journal, 1*(2), 59-85.

Hiep, P. H. (2007). Communicative language teaching: Unity within diversity. *ELT Journal, 61*(3), 193-201.

Hogan, D. E., & Mallott, M. (2005). Changing racial prejudice through diversity education. *Journal of College Student Development, 46*(2), 115-125. doi:10.1353/csd.2005.0015

Ismail, M. I. A. (2009). *Cultural diversity in the Sudanese society: Omduram as an example*.
 Society Studies Center.

Jenkins, J. (2006). Global intelligibility and local diversity: Possibility or paradox? In R. Rubdy & M. Saraceni (Eds.), *English in the world: Global rules, global roles* (pp. 32-39). Continuum.

Johnson, F. L. (1999). *Speaking culturally: Language diversity in the United States*. Sage.

Jørgensen, J. N., Karrebæk, M. S., Madsen, L. M., & Møller, J. S. (2011). Polylanguaging in superdiversity. *Diversities*, *13*(2), 23–37.

Kelly, B. F., Forshaw, W., Nordinger, R., & Wigglesworth, G. (2015). Linguistic diversity in first language acquisition research: Moving beyond the challenges. *First Language, 35*(4-5), 286-304.

King, K. A., Schilling-Estes, N., Fogle, L., Lou, J. J., & Soukup, B. (Eds.), (2008). *Sustaining linguistic diversity: Endangered and minority languages and language varieties*. Georgetown University Press.

Kinsella, K. (1995). Understanding and empowering diverse learners. In J. M. Reid (Ed.), *Learning styles in the ESL/EFL classroom* (pp. 170-194). Heinle.

König, M. (1999). Cultural diversity and language policy. *International Social Science Journal*, *51*(161), 401-408.

Kraus, P. A. (2008). *A union of diversity: language, identity and polity-building in Europe*. Cambridge University Press.

Lambert, J., & Meyers, S. (1994). *50 activities for diversity training*. Human Resource Development Press.

Lee, B. (2010). The pre-university English-educational background of college freshman in a foreign language program: A tale of diverse private education and English proficiency. *Asia-Pacific Education Review*, *11*(1), 69-82.

Leung, C. (2014). Communication and participatory involvement in linguistically diverse classrooms. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL and bilingual education* (pp. 123-146). Routledge.

Levinson, S. C. (2003). *Space in language and cognition: Explorations in cognitive diversity* (Vol. 5). Cambridge University Press.

Lieberson, S., & Dil, A. S. (1981). *Language diversity and language contact: essays* (Vol. 16). Stanford University Press.

Little, D., Leung, C., & van Avermaet, P. (2014). (Eds.), *Managing diversity in education: Languages, policies, pedagogies.*  Multilingual Matters.

Little, C. Leung, & P. Van Avermaet (Eds.), *Managing diversity in education: Languages, policies, pedagogies* (Vol. 33, pp. 243–256). Multilingual Matters.

Lopez, D. E. (1996). Language: Diversity and assimilation. In R. Waldinger & M. Bozorgmehr (Eds.), *Ethnic Los Angeles* (pp. 139-163). Russell Sage Foundation.

López, L. E. (2006). Cultural diversity, multilingualism and indigenous education in Latin America. In O. García, T. Skutnabb-Kangas, & M. E. Torres-Guzmán (Eds.). *Imagining multilingual schools: Languages in education and glocalization* (Vol. 2) (pp. 238-261. Multilingual Matters.

Losonsky, M. (1999). *Humboldt: 'On language': On the diversity of human language construction and its influence on the mental development of the human species*. Cambridge University Press.

Lucas, T. (2011). Language, schooling, and the preparation of teachers for linguistic diversity. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 3–17). Routledge.

 Lucas, T. (2011). (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators*. Routledge.

Lu, X., Kisselev, O., Yoon, J., & Amory, M. D. (2018). Investigating effects of criterial consistency, the diversity dimension, and threshold variation in formulaic language research: Extending the methodological considerations of O’Donnell et al. (2013). *International Journal of Corpus Linguistics*, *23*(2), 158-182.

Lucy, J. A. (1992). *Language diversity and thought: A reformulation of the linguistic relativity hypothesis*. Cambridge University Press.

Marlina, R. (2010). Culturally responsive teaching in a colorful classroom. In B. Baurain & P. L. Ha (Eds.), *Multilevel and diverse classrooms* (pp. 123-129). TESOL Publications Classroom Practice Series.

Marsh, D., & Wolff, D. (Eds.), (2007). *Diverse contexts – converging goals: CLIL in Europe.* Peter Lang.

McKay, S., & Wong, S. L. C. (1988). *Language diversity, problem or resource?: a social and educational perspective on language minorities in the United States* (Vol. 3). Newbury House Publishers.

MacSwan, J., & Rolstad, K. (2003). Linguistic diversity, schooling, and social class: Rethinking our conception of language proficiency in language minority education. In C. B. Paulston & G. R. Tucker (Eds.) *Sociolinguistics: The essential readings* (pp. 329-340). Blackwell.

Maffi, L. (2005). Linguistic, cultural, and biological diversity. *Annual Review of Anthropology*, *34*, 599-617.

Malvern, D., & Richards, B. (2002). Investigating accommodation in language proficiency interviews using a new measure of lexical diversity. *Language testing*, *19*(1), 85-104.

Malvern, D. D., Richards, B. J., Chipere, N., & Durán, P. (2004). *Lexical diversity and language development.* Palgrave Macmillan.

McConnell, D. L. (2000). *Importing diversity: Inside Japan’s JET program*. University of California Press.

Miele, P. (2019). Embracing students’ diverse communicative repertoires to change English as a second language classroom participation dynamics. *Working Papers in Educational Linguistics, 34*, 71-81.

Miller, J., Kostogriz, A., & Gearon M. (2009). *Culturally and linguistically diverse classrooms: New dilemmas for teachers*. Multilingual Matters.

Miller, S. K., & Thompson, P. (2002). (Eds.), *Unity and diversity in language use* (pp. 198-217). Continuum.

Milliken, F. J., & Martins, L. (1996). Searching for common threads: Understanding the multiple effects of diversity in organizational groups. *Academy of Management Review, 21*(2), 402-433.

Miramontes, O. B., Nadeau, A., & Commins, N. L. (2011). *Restructuring schools for linguistic diversity: Linking decision making to effective programs. Language & literacy series*. Teachers College Press.

Mora, J. K., & Grisham, D. L. (2001). ¡What deliches tortillas!: Preparing teachers for literacy instruction in linguistically diverse classrooms. *Teacher Education Quarterly, 28*(4), 51-70.

Moss, D. M., Zach, J., & Payne, S. L. (2014). Pathways to success: Models of teacher preparation for cultural and linguistic diversity. In T. Levine, E. Howard, & D. Moss (Eds.), *Preparing classroom teachers to succeed with second language learners: Lessons from a faculty learning community* (pp. 219-230). Routledge.

Nagy, S. (2006). Making room for migrants, making sense of difference: Spatial and ideological expressions of social diversity in urban Qatar. *Urban Studies*, *43*(1), 119-137.

Neokleous, G., Krulatz, A., & Farrelly, R. (Eds.), (2020). *Handbook of research on cultivating literacy in diverse and multilingual classrooms.* IGI Global.

Nettle, D. (1998). Explaining global patterns of language diversity. *Journal of Anthropological Archaeology*, *17*(4), 354-374.

Nettle, D. (1999). *Linguistic diversity*. Oxford University Press.

Nevárez-La Torre, A. A., Sanford-DeShields, J. S., Soundy, C., Leonard, J., & Woyshner, C. (2008). Faculty perspectives on integrating linguistic diversity issues into an urban teacher education program.  In M. E. Brisk (Ed.), *Language, culture, and community in teacher education* (pp. 267-312.) Lawrence Erlbaum.

Neokleous, G., Krulatz, A., & Farrelly, R. (Eds.). (2020). *Handbook of research on cultivating literacy in diverse and multilingual classrooms*. IGI Global.

Nguyen, C. D., & Dang, T. C. T. (2020). Second language teacher education in response to local needs: Preservice teachers of English learning to teach diverse learners in communities. *TESOL Quarterly, 54*(2), 404–435.

Nieto, S. (1992). *Affirming diversity: The sociopolitical context of multicultural education*. Longman.

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education*. Pearson Education.

Norrby, C., & J. Hajek, J. (Eds.), (20110). *Uniformity and diversity in language policy: Global perspectives.* Multilingual Matters.

Olsen, B. (2011). “I am large, I contain multitudes”: Teacher identity as a useful frame for research practice and diversity in teacher education. In A. Ball & C. Tyson (Eds.), *Studying diversity in teacher education* (pp. 257-273). Rowman & Littlefield.

O'Neal, D. D., Ringler, M., & Rodriguez, D. (2008). Teachers' perceptions of their preparation for teaching linguistically and culturally diverse learners in rural eastern North Carolina. *Rural Educator*, *30*(1), 5-13.

O’Neill, G. T. (2017b). “It’s not comfortable being who I am”–Multilingual identity in superdiverse Dubai. *Multilingua*, *36*(3), 215-245.

Opoku-Amankwa, K. (2009). ‘Teacher only calls her pets’: Teacher’s selective attention and the invisible life of a diverse classroom in Ghana. *Language and Education, 23*(3), 249–262. doi:10.1080/09500780802582539

Ortega, L. (2012). Epistemological diversity and moral ends of research in instructed SLA. *Language Teaching Research, 16*, 206-226.

Oxford, R. L., & Amerstorfer, C. M. (Eds.). (2018). *Language learning strategies and individual learner characteristics: Situating strategy use in diverse contexts*. Bloomsbury Academic.

Parasnis, I. (1998). *Cultural and language diversity and the deaf experience*. Cambridge University Press.

Otten, M. (2003). Intercultural learning and diversity in higher education. *Journal of Studies in International Education, 7*(1), 12-26.

Parys, J. (2009). Teaching diversity perspectives in Spanish language classes through service-learning. *The International Journal of Learning, 16,* 359-371.

Pauwels, A. (2014). The teaching of languages at university in the context of super-diversity. *International Journal of Multilingualism, 11*(3), 307-319.

Peukert, H., & Gogolin, I. (Eds.). (2017). *Dynamics of linguistic diversity.* John Benjamins.

Phillipson, R. (2009). The tension between linguistic diversity and dominant English. In T. Skutnabb-Kangas, R. Phillipson, A. K. Mohanty, & M. Panda (Eds.), *Social justice through multilingual education* (pp.85–102). Multilingual Matters.

Piller, I. (2016). *Linguistic diversity and social justice: An introduction to applied sociolinguistics*. Oxford University Press.

Pool, J. (1972). National development and language diversity. *Advances in the Sociology of Language*, *2*, 213-230.

Purmensky, K. L. (2009). *Service-learning for diverse communities: Critical pedagogy and mentoring English language learners*. Information Age Publishing.

Ramezanzadeh, A., & Rezaei, S. (2019). Reconceptualising authenticity in TESOL: A new space for diversity and inclusion. *TESOL Quarterly, 53*(3), 794-815.\

Reinders, H. & Darasawang, P. (2012) Diversity in language support’. In G. Stockwell (Ed.), *Computer-assisted language learning: Diversity in research and practice* (pp. 49-70). Cambridge University Press.

Reynolds, D., Bae, K., & Wilson, J. (2009). Individualizing pedagogy: Responding to diverse needs in freshman composition for non-native speakers. In M. Roberge, M. Siegal, & L. Harklau (Eds.), *Generation 1.5 in college composition: Teaching academic writing to U.S.-educated learners of ESL* (pp. 185-202). Routledge.

Roberson, Q. M., & Stevens, C. K. (2006). Making sense of diversity in the workplace: organizational justice and language abstraction in employees' accounts of diversity-related incidents. *Journal of Applied Psychology*, *91*(2), 379.

Roberts, C. (2007). *Successful at selection: Fair interviewing in a diverse society* [DVD]. Department of Work and Pensions.

Rodríguez-Izquierdo, R. M., Gonzàlez Falcón, I., & Goenechea Permisán, C. (2020). Teacher beliefs and approaches to linguistic diversity. Spanish as a second language in the inclusion of immigrant students. *Teaching and Teacher Education*, *90*, 103035. <https://doi.org/10.1016/j.tate.2020.103035>

Rokita-Jaśkow, J., & Wolanin, A. (Eds.) (2021). *Facing diversity in child foreign language education*. Springer.

Romaine, S. (2006). Planning for the survival of linguistic diversity. *Language Policy*, *5*(4), 443-475.

Salloum, S., & BouJaoude, S. (2020). Language in teaching and learning science in diverse Lebanese multilingual classrooms: Interactions and perspectives. *International Journal of Science Education*, *42*(14), 2331-2363.

Scarino, A. (2012). A rationale for acknowledging the diversity of learner achievements in learning particular languages in school education in Australia*. Australian Review of Applied Linguistics, 35*(3), 231–250.

Schissel, J. L. (2020). Moving beyond deficit positioning of linguistically diverse test takers: Bi/Multilingualism and the essence of validity. In S-A. Mirhosseini & P. I. D. Costa (Eds.), *The sociopolitics of English language testing* (pp. 91–109). Bloomsbury Academic.

Sharkey, J., & Peercy, M. (Eds.), (2018). *Self-study of language and literacy teacher education practices across culturally and linguistically diverse contexts*. Emerald.

Sierens, S., & van Avermaet, P. (2013). Language diversity in language education: Evolving multilingual education to functional multilingual learning. In D. Little, C. Leung, & P. van Avermaet (Eds.), *Managing diversity in education: Languages, policies, pedagogies* (pp. 204-222). Multilingual Matters.

Siraj-Blatchford, I., & Clarke, P. (2000). *Supporting identity, diversity and language in the early years*. McGraw-Hill Education.

Skutnabb-Kangas, T. (1998). Human rights and language wrongs—a future for diversity?. *Language Sciences*, *20*(1), 5-27.

Skutnabb-Kangas, T., & K. Heugh, K. (2012). (Eds.), *Multilingual education and sustainable diversity work: From periphery to center*. Routledge.

Sleeter, C. (2001) Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness*. Journal of Teacher Education*, *52*(2), 94-106.

Smalley, W. A. (1994). *Linguistic diversity and national unity: Language ecology in Thailand*. University of Chicago Press.

Spitulnik, D. (1998). Mediating unity and diversity: The production of language ideologies in Zambian broadcasting. In B. B. Schieffelin, K. A. Woolard, & P. V. Kroskrity (Eds.), *Language ideologies: Practice and theory* (pp. 163-188). Oxford University Press.

Springer, L., Palmber, B., Terenzini, P. T., Pascarella, E. T., & Nora, A. (1996). Attitudes toward campus diversity: Participation in a racial or cultural awareness workshop. *Review of Higher Education, 20*(1), 53-68. doi:10.1353/.rhe.1996.0003

Stevens, L. P. (2008) Educational policy and linguistic diversity: A critical analysis of teacher certification requirements. In M. E. Brisk (Ed.), *Language, culture, and community in teacher education* (pp. 315-330). Lawrence Erlbaum.

Stockwell, G., & Thomas, M. (Eds.), (2012). *Computer-assisted language learning: Diversity in research and practice.* Cambridge University Press.

Teemant, A. (2014). A mixed-methods investigation of instructional coaching for teachers of diverse learners. *Urban Education*, *49*(5), 574-604.

Terrell, J. (1986). Causal pathways and causal processes: Studying the evolutionary prehistory of human diversity in language, customs, and biology. *Journal of Anthropological Archaeology*, *5*(2), 187-198.

Theobald, R. (2013). International faculty: A source of diversity. In H. C. Alberts & H. D. Hazen (Eds.), *International students and scholars in the United States: Coming from abroad* (pp. 111-130). Palgrave Macmillan.

Toivanen, R., & Saarikivi, J. (Eds.). (2016). *Linguistic genocide or superdiversity: New and old language diversities.* Multilingual Matters.

Tomlinson, A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). Association for Supervision and Curriculum Development.

Trenchs-Parera, M., & Newman, M. (2009). Diversity of language ideologies in Spanish-speaking youth of different origins in Catalonia. *Journal of Multilingual and Multicultural Development*, *30*(6), 509-524.

Turčová, I., Martin, A., & Neuman, J. (2005). Diversity in language: Outdoor terminology in the Czech Republic and Britain. *Journal of Adventure Education & Outdoor Learning*, *5*(2), 101-117.

Vertovec, S. (2006). *The emergence of super-diversity in Britain* (Working Paper No. 25). University of Oxford. Center on Migration, Policy, and Society.

Vertovec, S. (2014). (Ed.), *Routledge international handbook of diversity studies*. Routledge.

Wang, W. S. Y. (1996). Linguistic diversity and language relationships. In *New horizons in Chinese linguistics* (pp. 235-267). Amsterdam, The Netherlands: Springer.

Wessendorf, S. (2014). ‘Being open, but sometimes closed’. Conviviality in a super-diverse London neighbourhood. *European Journal of Cultural Studies*, *17*(4), 392-405.

Whaley, L. J. (1996). *Introduction to typology: the unity and diversity of language*. Sage.

Wiggins, R. A., Follo, E. J., & Eberly, M. B. (2007). The impact of a field immersion program on pre-service teachers’ attitudes toward teaching in culturally diverse classrooms. *Teaching and Teacher Education*, *23*(5), 653-663.

Wiley, T. G. (1996). *Literacy and language diversity in the United States. Language in education: Theory and practice 87*. Delta Systems.

Williams, C. (2015). *Language, identity, culture and diversity.* Multilingual Matters EdCentral. [www.edcentral.org/multilingualismmatters](http://www.edcentral.org/multilingualismmatters).

Xu, S. H. (2000). Preservice teachers in a literacy methods course consider issues of diversity. *Journal of Literacy Research*, *32*(4), 505-531.

Yalcin, N. (2013). Using movies in language classrooms as means of understanding cultural diversity. *Epiphany: Journal of Transdisciplinary Studies*, *6*(1), 259-271.